



## **Week 3: Targeting and Addressing a Need**

### **Overview**

As a part of your Week 2 assignment, you chose two areas of weakness based on campus Academic Excellence Indicator (AEIS) Report data. This week, you will narrow your focus to one targeted weakness and write a measurable S.M.A.R.T. goal and a measurable objective for the target weakness. You will also research appropriate strategies/activities, including specific professional development, to address the target area.

## Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
<b>Week 3 Assignment: Targeting and Addressing a Need</b>				
<b>Part 1: Targets, Goals, and Objectives</b>	States the area of weakness and rationale. <b>(10 points)</b>	States either the area of weakness and/or the rationale. <b>(8 points)</b>	No criteria stated and no points listed. <b>(7 point)</b>	Does not state the area of weakness or the rationale. <b>(0 points)</b>
<b>Part 2: S.M.A.R.T. Goal and Objective</b>	Composes one S.M.A.R.T. goal and one measurable objective according to the critical elements outlined in the lecture. <b>(10 points)</b>	Composes one S.M.A.R.T. goal and one measurable objective using most critical elements. <b>(8 points)</b>	Composes one S.M.A.R.T goal or one measurable objective using only a few critical elements. <b>(7 point)</b>	Does not compose one S.M.A.R.T. goal and/or one measurable objective using critical elements. <b>(0 points)</b>
<b>Part 3: Strategies and Activities</b>	Records and elaborates on the usefulness of three strategies/activities, including professional development, that address the target area's weakness. Cites research. <b>(10 points)</b>	Records, with minimal elaboration, two strategies/activities, including professional development, that address the target area's weakness. Cites research. <b>(8 points)</b>	Records one strategy/activity, including professional development, that addresses the target area's weakness. Cites research. <b>(7 point)</b>	Does not record strategies/activities, or records strategies/activities with no elaboration. <b>(0 points)</b>
<b>Mechanics</b>	Few errors in grammar, spelling, or punctuation. <b>(5 point)</b>			Multiple errors in grammar, spelling or punctuation. Responses lack clarity and depth. <b>( 0 points)</b>

### Part 1: Targets, Goals, and Objectives (ELCC 1.4 b.; 2.1 a.; 2.2 a., b., c.; 2.3 a., b., c.)

Remember from your lecture that goals should provide direction, focus, and be S.M.A.R.T. That is, they must be **Specific, Measurable, Achievable, Realistic/Results-oriented/Research-based, and Time-bound** (Learning Point Associates, Inc., 2004).

While goals and objectives are closely related, goals are broader and cover a span of 3-5 years, while objectives are more specific. Objectives (1) identify a target population, (2) identify assessments and data sources that will be used to meet the objective, and (3) specify anticipated growth or progress. For example, a goal might state, "By 2015, Paradise School will earn an Exemplary rating." An objective related to that goal might state, "90% of all third grade students will meet or surpass the state standard on TAKS Reading by the end of the current school year." Strategies then would be tied directly to the objectives.

In this week's assignment, you will decide on one area of weakness as determined by your analysis of data, state your rationale for selecting it, and write a S.M.A.R.T. goal and an objective to address the target need. You will also research strategies, including professional development ideas, to address the targeted weakness and meet the goal and objective. These will be used in Week 4 as you develop a campus action plan to address the target weakness.

#### Directions

1. Select one area of weakness identified in your Week 2 AEIS Comparison Chart activity and compose a brief rationale explaining why you chose this weakness.
2. Compose a S.M.A.R.T. goal and an objective to address the weakness.
3. Locate three research articles that suggest strategies to address the target weakness. At least one of the articles should address professional development ideas. An Internet search would also yield ideas and best practices. Refer to **Helpful Websites**.

#### Target Area of Weakness and Rationale for Selection

In a paragraph, state the area of weakness that you will target and your rationale for selecting it.

I have chosen to identify the 4th grade reading section of the TAKS in the Hispanic subpopulation since they scored ten points below exceptional on Reading. University Park Elementary is at Exemplary rating in all areas. We have few subpopulations at my school. The Hispanic population is exemplary in math in both third and fourth grade. Understandably, the Hispanic population at my school is mostly English Language Learners and English is not their first language so the Reading TAKS is difficult for many of the students that fit in this subpopulation. This population at my school though is a very small population. It has grown in the last seven years. We went from having no Hispanics to 10 in the last seven years. Few of the teachers at my school know how to work effectively with children who are in the Hispanic subpopulation and have received little staff development in how to teach to students who are at a higher risk of failure. Our campus mainly emphasizes that all students need to be commended on all tests. Unfortunately, with commended as a goal that does not help our students who have different needs.

## **Part 2: S.M.A.R.T. Goal & Objective**

Compose a S.M.A.R.T. goal and an objective to address the weakness.

S.M.A.R.T. Goal (long range/3-5 years):

By 2014, the Hispanic subpopulation of University Park Elementary will be attaining Exemplary standings.

S.M.A.R.T. Objective (What we can accomplish in one school year):

At least 90% of the fourth grade Hispanic subpopulation at University Park Elementary School will receive Exemplary standings in Reading for 2013.

### Part 3: Research Articles

Choose three strategies/activities, including one that addresses professional development.

Article (Cite in APA Style)	Strategy/Activity Ideas
<p>1.</p> <p>Forum curriculum for improving educational data.</p> <p>(n.d.). <i>National Forum on Education Statistics</i>, Retrieved from</p> <p><a href="http://nces.ed.gov/pubs2007/2007808.pdf">http://nces.ed.gov/pubs2007/2007808.pdf</a></p>	<p>Use data effectively: Professional Development for faculty</p> <p>Purpose: To introduce the key concepts in producing quality education data to all the members of a school and district staff who have some responsibility for creating or applying such data, and to begin conversations among staff that will build a culture of quality data within their respective institutions</p> <p>Lessons included:</p> <ul style="list-style-type: none"><li>• What is a culture of quality data?</li><li>• Assessing your local education agency's data quality</li><li>• Classifying educational data</li><li>• Security and confidentiality</li></ul>
<p>2.</p> <p>Dougherty, C. (2008). The power of longitudinal data: measuring student academic growth. <i>Data Quality Campaign</i>, Retrieved from</p> <p><a href="http://www.nc4ea.org/files/dqc_academic_growth-10-09-08.pdf">http://www.nc4ea.org/files/dqc_academic_growth-10-09-08.pdf</a></p>	<p>Use a growth model.</p> <p>"Growth models resolve many of the limitations of snapshot data. They measure the academic progress of the same students from year to year to determine whether or not students have made progress."</p> <ul style="list-style-type: none"><li>• Identify whether students who are academically behind are growing rapidly enough to get on track if the current rate of growth is sustained.</li><li>• Assist teachers in setting growth targets for individual students.</li><li>• Identify unusually effective schools. Schools with traditionally high average scores may not be the schools in which the most learning is taking place. The students already may be high achieving when they enter the school. On the other hand, some schools with apparently mediocre averages may be doing a good job of bringing up the students who are the furthest behind. Once schools of high and average effectiveness have been identified</li></ul>

	<p>based on student growth, researchers can study how practices differ in the two sets of schools.</p> <ul style="list-style-type: none"> <li>• Compare the academic growth of students taught by graduates of different teacher preparation and training programs.</li> <li>• Provide information for incentive systems to encourage higher-performing teachers to work in high-poverty schools.</li> </ul>
<p>3.          Linking student achievement to school, family, and community involvement. (2005).  <i>Edvantia</i>, Retrieved from  <a href="http://www.edvantia.org/pdta/pdf/FamilyBrief.pdf">http://www.edvantia.org/pdta/pdf/FamilyBrief.pdf</a></p>	<p>Get families involved.</p> <ul style="list-style-type: none"> <li>• Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement.</li> <li>• The continuity of family involvement at home appears to have a positive influence on children as they progress through the complex education system. This suggests that the more families support their children's learning and educational progress, the more their children tend to do well in school and continue their education.</li> <li>• Families of all cultural backgrounds, education, and income levels encourage their children, talk with them about school, help them plan for higher education, and keep them focused on learning and homework. In other words, all types of families can, and often do, have a positive influence on their children's learning.</li> <li>• Parent and community involvement that is linked to student learning has a stronger association with achievement than more general forms of involvement. This suggests that parent involvement should be focused on improving achievement and be designed to engage families and students in developing specific knowledge and skills.</li> </ul>

**E-portfolio assignment:** Continue to complete Campus-supervised reflection logs in your 3-ring binder. All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.